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the public and to give the public some means of...at least with respect to core curriculum, to know how their kids in a particular school are doing vis-a-vis other kids in other public schools. If that is valuable to us in the same way that knowing that our ACT students do well compared to students in other states, if that is valuable then there should be one set of standards that are used and there should be one test given and then we will all know. That doesn't mean that that's all you teach to. That doesn't mean you teach down to these standards. That just means that part of what we're doing is ensuring the quality of the fundamental base of knowledge that we expect students to know and that is encompassed in the standards, the quite elaborate standards that have been adopted by the State Department of Education. We should do more. It should not be just the core curriculum. It should be the core and more. But I think that the public is going to be more willing to fund more if they feel good about the core. If they feel that what we are doing with respect to the core curriculum is providing to all students of the state a solid fundamental education, then I think we can move on from there and properly fund all of those other things that our schools do that are important to us. But if you don't use the state standards to compare, then you would be using the standards of all the various school districts. And obviously, if the test is to five or six hundred different sets of standards, there is absolutely no basis for comparing students between schools. If you have the same standard but five or six or seven different tests are used, then once again the basis for comparing as between those who are using different tests is eliminated. So my thinking was, and I'm interested in hearing your thinking, is that on balance we are better off having...testing our students against a single set of standards and testing them with one test, and then relying upon the public who can know something, who can really know something to create those pressures that we think they will create to improve the school system and who will hopefully be more willing to put the money into school systems that it takes in some cases to improve those systems and to get to higher learning skills and some of the other things we would like to see schools doing. So that's the basic philosophy and I'm very interested in your take on the matter. Thank you.

SENATOR CUDABACK: Thank you, Senator Beutler. You've heard the